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ABSTRACT

This final report describes activities and achievements of the PIWI (Parents Interacting with Infants) Outreach Project, a 3-year effort that developed a parent-child play group model and a training approach for personnel implementing this early intervention model. The project trained more than 1,000 early intervention and early head start personnel on the PIWI model. Four geographically and culturally diverse programs served as replication sites. Evaluation indicated the PIWI training provided facilitators with enough information to implement parent-child groups utilizing the assumptions and beliefs of the PIWI model. Facilitators reported the easiest model components to adopt and implement were the philosophy, dyadic focus, triadic strategies, and the structure provided by use of developmental observation topics. Planning and evaluation components were reportedly more difficult to implement. Feedback from participating families was highly positive. Individual sections of the report explain the project's goals and objectives, theoretical and conceptual framework, training program, evaluation methodology and results, dissemination activities, and future activities. Appendices include sample PIWI publications, examples of evaluation forms/instruments, and examples of planning forms and developmental topics. (DB)

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PIWI Outreach: Facilitating Development Through Parent-Infant Play Groups

FINAL REPORT

Funded by the U.S. Department of Education
Office of Special Education and Rehabilitative Services

Grant #H024D60042

(Grant Period: January 1, 1997 - December 31, 1999);
No-Cost Extension until December 31, 2000)

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FINAL REPORT

PIWI Outreach:
Facilitating Development Through Parent-Infant Play Groups

PIWI Projects
University of Illinois
Urbana-Champaign

Funded by the U.S. Department of Education
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(Grant Period: January 1, 1997 – December 31, 1999;
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Abstract

Literature on early development and recommended early intervention practice have converged in a focus on early relationships with caregivers as a foundation for optimal development and learning. Despite the importance of parent-child interaction to early development, this area has received little attention in service delivery and personnel training. One option that addresses not only the importance of parent-child interaction as an early intervention context, but also provides as additional service delivery option for families, is the development of parent-child play groups. Although some information is available on the implementation of parent-child groups, few resources are available that specifically address the play group as an early intervention setting. Hence, early intervention programs have few guidelines for planning and delivering services in a parent-child play group format reflective of family-centered values. Also lacking are opportunities for programs to learn such a model through observation, structured training, and technical assistance.

The PIWI Outreach Project addressed this gap in two ways. First, a set of training materials describing the guidelines, format and procedures for implementing the a parent-child play group model was developed and second, a systematic training approach based on the principles of adult learning was implemented to support personnel in replicating the Model.

Over the three years of the Project, more than 1000 early intervention and early head start personnel were trained on the PIWI model and given

comprehensive information and resources. In addition, four geographically and culturally diverse programs served as replication sites. The results indicated that the PIWI training did provide facilitators with enough information to implement parent-child groups. The key underlying assumptions and beliefs of the PIWI Model were captured and replicated by the sites. Administrators and facilitators reported that the structure provided by the Model made it easier for them to implement the groups. They stated that the Model gave them the "how to" to accomplish what they felt was important for staff, families, and children.

Facilitators consistently reported that the easiest components to adopt and implement were the philosophy, dyadic focus, triadic strategies, and the structure provided by the use of developmental observation topics. Planning and evaluation were reported as difficult, more from the lack of planning time than the actual PIWI planning and evaluation process. The development of developmental observation topics was also reported as being difficult. This again was reported as being more from lack of time than the understanding of the concept of developmental topics. Family interviews showed that families felt comfortable with the PIWI groups because they knew what to expect and what their roles were during the group sessions. Several parents reported that they were having more fun and learning more about their children than they were before using this Model. Sites reported that the Model did work for diverse groups as well as in diverse settings and that few adaptations had been made.

Table of Contents

Abstract

I. Goals and Objectives of the Project.....1

II. Theoretical and Conceptual Framework.....10

III. Description of Training.....14

IV. Project Evaluation.....16

A. Overview of Evaluation Procedures.....16

B. Evaluation Findings.....17

C. Summary.....28

V. Dissemination.....30

VI. Future Activities.....31

VII. Assurances.....31

Appendices

A. Advisory Board

B. PIWI Newsletter, Logo and Flyer

C. Examples Evaluation Forms/Instruments

D. PIWI Philosophy, Building Blocks and Description

E. Examples of Planning Forms and Developmental Topics

I. Goals and Objectives

This final report represents work completed between January 1997 and December 1999, with a no-cost extension until December 2000. Activities related to each project objective are summarized below.

Goal 1: To establish and implement an administrative structure to develop, implement, and evaluate PIWI Outreach.

Objective 1.1: *To implement administrative/management structures and procedures that ensure accomplishment of project activities.*

A project management matrix was developed during the first two months of the grant and was utilized throughout the duration of the project. Weekly meetings were held to review tasks to be completed and to update outreach tasks and project objectives. These meetings were also used to discuss outreach sites training agendas, implementation progress and evaluation information. In addition, this time was used to coordinate portions of the activities of PIWI Outreach with another project that was developing and field testing a set of eight 3-hour PIWI training modules to be used by preservice and inservice trainers in early intervention. These weekly meetings included Jeanette McCollum (P.I. of both grants), Tweety Yates (Coordinator of PIWI Outreach) and Felicia Gooler (Coordinator of the second project). A second weekly meeting was held with other project staff to delineate roles and tasks, review progress and discuss any issues/dilemmas.

Objective 1.2: *To obtain consumer input on development, training, and evaluation of the structure and ongoing implementation of PIWI Outreach.*

Advisory Board meetings were held on a yearly basis. The Advisory Board represented parents, state agency staff, direct service providers, supervisors, inservice trainers, university faculty and a NEC*TAS representative. The Advisory Board met once a year, with slightly different membership each time, depending on the focus of the meeting. A list of the Advisory Board members can be found in Appendix A. The first meeting was designed to help project staff establish direction for project activities by validating the competencies underlying the PIWI Model and reviewing ideas for presentation of the content from the perspective of adult learning. In addition, flyers describing the project were given to Advisory Board members to distribute to sites they thought might be interested in the Outreach project. The second meeting was held to review progress and discuss dilemmas and issues. At the final meeting, members made suggestions for printing and disseminating project materials and information.

Objective 1.3: *To conform to PIWI Outreach timelines for meeting goals and objectives.*

A month-by-month calendar of activities was used to anticipate and guide project activities. This calendar was reviewed at the weekly meetings and updated as needed.

Objective 1.4: *To meet administrative requirements for managing PIWI Outreach.*

Budgets were handled internally, with records for expenditures and balances generated monthly at a unit and university level. Records of activities in relations

to goals and objectives were kept through minutes of weekly staff meetings, and a logging system for phone calls and other interactions with the field.

Goal 2: To develop and refine materials for PIWI Outreach training.

Objective 2.1: *To develop an overall training content outline for PIWI Outreach.*

A competency list to guide training of personnel was developed during the first month of the project and revised by the Advisory Board. Competencies were reviewed for congruence with the PIWI Model and for the degree that they were essential to the implementation of the Model. The competencies were periodically reviewed and changes made based on feedback from outreach sites and yearly Advisory Board meetings.

Objective 2.2: *To develop training materials that address specific competencies to be achieved by trainees in Outreach sties.*

PIWI training materials were developed in conjunction with another grant funded project whose primary focus was to develop training materials (discussed under Goal 1: Objective 1:1). PIWI Outreach staff helped in the development and field testing of each module. The Outreach sites and PIWI training participants assisted in providing feedback as to clarity and usefulness of the training materials. This feedback was used in making changes and additions to the training modules. The final product consists of a set of 8 training modules to support each component of the PIWI Model. They are comprehensive in nature and each contains presenter content outlines, transparencies,

participant handouts and resources. Section III of this report contains a full description of the modules.

Objective 2.3: *To package materials for dissemination.*

At each training, participants were given a full set of training materials to support implementation of the Model. In addition, additional resources were sent to participants when requested. A complete set of training modules was sent to each of the full replication sites as Training-of trainer resources (each module contains a complete set of transparencies, a set of transparency scenarios illustrating particular points, a set of handouts, a videotape and a list of resources).

Goal 3: To conduct training and follow-up for Outreach sites, enabling them to replicate the PIWI Model.

Objective 3.1: *To conduct an awareness training workshop for personnel for potential Outreach sites.*

Awareness level trainings, Introduction to the PIWI Model, were conducted in Illinois, Iowa, Indiana, Wisconsin, Ohio, and Michigan to recruit potential outreach sites. In addition, presentations at state and national conferences allowed opportunities for other states to become aware of this project. The awareness level training was offered several times a year, based on the need for new outreach sites. In addition, each time one of the modules for the second project was field tested, flyers were distributed with information about the PIWI Outreach Project.

Objective 3.2: *To provide on-site training and technical assistance to Outreach replication sites.*

As explained in the first continuation proposal, changes were made during Year 1 of the grant based on a systems change in the early intervention system in the state of Illinois. Originally, several sites had committed to participate in the outreach project, this changed when the system went from a program based system to a fee-for-service based system which did not support reimbursement for group service delivery options. The focus of the grant changed at this point. Training became a primary focus, with fewer sites actually doing full replication . At the end of the grant period, over 1000 early intervention, early head start, and prevention personnel had been trained on the Model, with four sites doing full replication. We originally had six sites doing full replication, but due to staff changes, only four sites followed through to the end of the grant period.

Goal 4: To disseminate products and materials through local, state and national activities.

Objective 4.1: *To raise awareness among training providers and systems as to the availability of PIWI Outreach and training opportunities.*

A PIWI logo was designed and used on all communications to increase recognition of the PIWI Outreach Project. A PIWI Projects web site was created during the first year of the project (http://www.ed.uiuc.edu/SPED/piwi/). The site included an overview of the PIWI Model with pictures of the model in action. During the course of the project, the web site was used to disseminate

information about training and to receive and respond to inquiries. Many inquiries were made from early intervention professionals, practitioners and students from throughout the United States and internationally. A PIWI Newsletter called "PIWI Pages" was published and disseminated during Years 2 and 3 of the project. A different PIW Outreach site was highlighted in each newsletter. A flyer presenting the overview, purpose and related activities was developed and disseminated through training sessions and at state and national conferences and meetings. Appendix B contains examples of the logo, newsletter and flyer. Information was also made available through Nec*Tas, STARNET (Illinois' technical assistance and training network), the Illinois Early Intervention Clearinghouse Newsletter, and the Illinois Early Intervention Credentialing Newsletter.

***Objective 4.2**: To conduct conference presentation at state and national professional conferences.*

Below is a table representing the presentations that were presented at both the national and state levels during the duration of the grant. Some of the presentations were invited sessions and others were proposals submitted and accepted as conference presentations.

Date	Conference & Presentation Title	# of Participants
March 1997	Young Adult Institute *Parents Interacting with Infants (PIWI): Using Play Groups to Support Development*	16

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September 1997	Mississippi BRIDGES EC Conference *PIWI: A Parent-Infant Play Group Approach to Early Intervention*	116
October 1997	Sharing A Vision: Illinois EC Conference *Supporting Parents and Infants Through Play: A Model Play Group*	61
November 1997	DEC International EC Conference *A Parent-Infant Play Group Model of Early Intervention: Guidelines and Strategies*	124
April 1998	CEC Annual Convention *Parent-Infant Play Groups as Service Delivery: Individualizing Child and Parent Outcomes*	42
June 1998	Illinois Faculty Development Institute *How to Teach Students to Support Parent-Child Interactions: A Relationship-Based Model (PIWI)*	47
November 1998	American Evaluation Association *Evaluation of Parent-Infant Play Groups (PIWI) for Young Children With and Without Disabilities*	*(poster session)*
December 1998	DEC International EC Conference *Developmental Topics as a Structure for Planning Groups and Home Visits*	51
February 1999	Illinois-TASH Annual Conference *Helping Moms to Read Their Babies Cues: Using PIWI to Support Competence, Confidence, & Mutual Enjoyment*	16
March 1999	Fulfilling the Promise: Wisconsin Getting Parents & Babies Off to a Good Start Conference *Parents Interacting with Infants (PIWI): Helping Parents to Become Better Supporters of Their Child's Development*	112
March 1999	Nebraska's Early Years State Conference *Parents Interacting with Infants (PIWI): A Relationship-Based Approach to Early Intervention*	136

June 1999	Iowa EC Inclusion Institute *Supporting Parent-Child Interactions: Strategies for Opening the Door to Successful Intervention*	85
October 1999	Illinois Birth to Three Institute *Using PIWI to Support Parent-Child Interactions and Activities*	206
November 1999	Sharing A Vision: Illinois EC Conference *Using PIWI to Help Parent to Become Better Supporters of Their Child's Development*	88
December 1999	DEC International EC Conference *Implementing a Parent-Infant Model of Early Intervention: How to Make it Work!*	32
June 2000	Erikson Institute Parents Interacting with Infants (PIWI): Supporting Parent-Child Relationships in the Context of Play Groups	168

***Objective 4.3**: To submit articles to professional journals providing a theoretical base and components of PIWI Outreach materials, as well as its impact on trainees.*

Presently two articles have been submitted for review. The first one is an overview of the PIWI Model and is entitled: *PIWI: Enhancing Parent-Child Interaction as a Foundation for Early Intervention.* The second article is more practitioner based, using case study and application to practice examples. It is entitled: *Using "DOTs" to Support Parents as Developmental Observers During Parent-Child Groups.* We also plan to do additional articles based on the evaluation results from administrators, facilitators, and parents and their implications for practice in early intervention.

Goal 5: To complete and report project evaluation outcomes in accord with the Management Plan and the Evaluation Plan.

Objective 5.1*: To maintain evaluation activities with regard to project management and other components as outlined in the Management Plan.*

An evaluation matrix was developed to guide and maintain the evaluation activities of the grant. Evaluation forms were developed and utilized throughout the project. Ongoing documentation of project activities was achieved through the minutes of the weekly staff meetings and through records of progress reports, events and activities.

Objective 5.2*:To complete data collection with regard to number and characteristics of outreach site trainees and play group participants.*

Demographic information on training session participants as well as outreach sites was obtained. This information is summarized in Section 5 of this report.

Objective 5.3*: To complete data collection of fidelity of implementation during training phases of Outreach site implementation and replication.*

Fidelity of implementation forms were developed for facilitators and project staff to complete during observations of play groups. Examples of the forms can be found in Appendix C.

Objective 5.4*: To complete data collection related to learning outcomes of trainees and play group participants.*

Evaluation information was collected from all training participants and outreach participants. Full replication sites (including administrators, facilitators, and

parents) also completed an interview These results are discussed in more detail in Section IV of this report. Examples of the interview forms can be found in Appendix C.

II. Theoretical and Conceptual Framework

The theoretical and conceptual framework underlying this project consisted of two parts, one supporting the training process, and one in supporting the replication and implementation of the PIWI Model. The content of the training reflects a relationship-based approach to providing early intervention services, birth-3. The PIWI Model was developed to support and enhance two specific relationships: those between parent and child, and those between parents and early interventionists. PIWI is based on the premise that early development is embedded within an emotional context defined largely by interactions with caregivers. As a primary environment of early life, social interactions and attachment relationships provide powerful roots for multiple areas of child development. The foundation is laid not only for continuing health of the particular relationship in which those interactions occur, but also for predisposition about relationships that children bring to future interactions and relationships with other persons. An equally strong influence is exerted on the motivational and exploratory dispositions that the child brings to interactions with their physical environments. Hence, the developmental influences of parent-child interactions span the developmental areas of emotion (e.g., security, self-efficacy, mastery motivation), socialization (e.g., self in relation to others),

cognition (e,g,, curiosity, understanding of contingency), and communication (e.g., language, turn-taking). Explicitly or implicitly, interactions between young children and their significant others lie at the heart of the early intervention process.

Traditional early intervention programs tend to provide services that are child-oriented, directed toward promoting the child's development or remediating difficulties or delays in development through interactions with the interventionist. In cases where the parent or family has basic social or psychological needs, services have traditionally been directed at the parent alone, on the assumption that this will then create a more developmentally appropriate environment for the child. While early intervention professionals across disciplines may recognize the importance of using interactions as an avenue for therapeutic and educational intervention, few training materials exist to specifically address parent and child outcomes through the parent-child relationship. PIWI Outreach used the PIWI (Parents Interacting with Infants) Model as the basis for training personnel on a Model that recognizes the central role of the parent-child relationship to parent and child intervention outcomes. In addition, the Model provided a framework for personnel to implement a parent-child group. The PIWI Model not only offered programs an additional service delivery option for their families (parent-child groups), but it also offered the following outcomes for children, families, and interventionists.

- The outcomes for children were:

  (a) to be provided environments that were responsive to their developmental needs and allowed opportunities to practice and master new skills

  (b) to build interpersonal relationships with their caregivers that developed a perception of self as accepted, valuable, communicative, and worthwhile

  (c) to experience a predictable environment in which the child's competence could be seen in its best light

- The outcomes for families were: (the hope is that families will be "hooked into" their child's development and learning, and will not only take pride in it, but will be aware of the importance of their role in bringing this about)

  (a) to be provided a context through which they could gain accurate knowledge of their child's development and learn to recognize the importance of their own role in this process

  (b) to experience conditions that would enable them to develop and practice, with their children, a set of observational and interactional knowledge and skills that would carry forward to other contexts and across time

  (c) to experience environments that facilitated a perception of self as a competent and confident parent

- The outcomes for early interventionists were: (note that while these skills were developed within the context of a play groups, they are skills that generalize to any setting whether home based or center based)

  (a) to provide planned and organized responsive and supportive environments to meet the needs of all children and families

  (b) to provide play activities that embedded IFSP goals of individual children and families

  (c) to support the dyadic relationship between parent and child

  (d) to plan interactions with parents around a triadic perspective on early intervention, consistent with principles of development and help giving behavior

The second component of the PIWI Outreach's approach to training was to reflect what is known about adult learning. The training was sequenced so as to lead from less to more complex, as well as from an awareness level to a deeper understanding of the Model. Activities and content within each individual module were carefully planned and sequenced with those principles in mind. In addition, training supported self-reflection on practice, with built-in activities to support parent-child group facilitators in doing this.

The two components of the theoretical framework are complementary in that the training and technical assistance process also reflected an approach to relationships, but this time between trainer and participant that models the

respectful, responsive relationships supported by the PIWI Model with children and families. A description of the training materials is explained in the next section.

III. Description of PIWI Outreach Training Materials

As stated earlier the development of the training materials was done in collaboration with another grant project. As the training modules were developed they were "tried out" on a group of interventionists, parents, and trainers who gave us feedback as to clarity and usefulness of training materials and supporting activities. Changes were made before presenting this information to a group of PIWI Outreach participants. In addition, training materials and activities were changed and/or additions made on an ongoing basis throughout the project based on evaluations completed by participants after each training. The modules were developed based on the PIWI "Building Blocks" made up of the eight components of the Model. The philosophy is the foundation for all of the other blocks and while a separate module (Module 1) was developed that focused primarily on the philosophy, it was also embedded throughout all the modules. Copies of the philosophy, the building blocks, and description of each block can be found in Appendix D.

Each module was developed to be a 3-hour training session. The PIWI Outreach training was offered in three different options based on the purpose of the training. Training was offered in one, two and three day formats. For example, awareness training was a 1-day training, whereas the first training for

replication sites was a 3-day training. Below is a list of the training modules and a description of the content purpose for each module

MODULE	PURPOSE
Module 1: Believing is Doing: Philosophy to practice	Illustrates the PIWI Model as implemented in parent-child groups, with an emphasis on the PIWI Philosophy as the guiding component of the PIWI Model.
Module 2: You Do, I Do, We Do: Dyadic Relationships	Introduces characteristics of adult-child interaction thought to support optimal development in birth-three year olds, and discusses their applicability as intervention strategies.
Module 3: Do Unto Others: A Triadic Approach for Supporting Parent-Child Interaction	Introduces triadic strategies used by facilitators for fostering parent-child interaction that achieves the three key PIWI outcomes of competence, confidence and pleasure in one another.
Module 4: What I'm Like: Parents as Observers	Provides an approach for supporting parents' observations of their children within the context of interaction and play; helping parents to become better observers and supporters of their child's development.
Module 5: Setting It Up: Characteristics of PIWI Environments	Outlines the characteristics of the PIWI environment throughout the segments of a parent-child group and home visits based on the PIWI Model.
Module 6: Cute Is Not Enough: Planning a PIWI Session	Provides a planning process, with accompanying forms, for obtaining parent views, setting up a plan incorporating these views, and reviewing implementation in relation to these plans and to the key PIWI outcomes of competence, confidence, and pleasure in one another.
Module 7: The Natural Way: Embedding Individualized Outcomes and Strategies	Builds on the PIWI planning process by demonstrating how to embed goals and outcomes from the IFSP into daily routines and parent-child play.
Module 8: Together We Can: Enhancing Relationships Through Teamwork	Provides a team process that supports PIWI planning and implementation.

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IV. Evaluation

Overview of Evaluation Procedures

In line with the evaluation plan outlined in the proposal, measures included satisfaction of trainees with respect to training materials and the training process, the measure of impact on trainees, the ease of implementation of the PIWI Model based on training and follow-up, and interview information from replication site administrators, facilitators, and parents. As stated in the original proposal, evaluation questions addressed input and process events for different components of the project (such as management structure, outreach training and dissemination), as well as outcomes and impact.

Most of the input events became a part of the management plan, and were accomplished within the first few months of the project. Process evaluation was of particular importance to this project, as it related to ensuring that the training adhered to the philosophy of the PIWI Model as well as to the principles of adult learning. Many steps were taken to ensure that the outreach training was meeting the needs of participants from diverse settings, while at the same time remaining true to the underlying premises on which PIWI is based. Components of the training were changed or additional information on an ongoing basis based on evaluation feedback from participants and families.

Outcome and impact evaluation addressed the number and types of materials disseminated, types of training activities, quality of training and impact

of training and replication. Examples of evaluation forms can be found in Appendix C. Results are summarized below.

Evaluation Findings

Across all of the types of trainings mentioned earlier, over 1000 personnel participated in PIWI training sessions. Evaluation information was not obtained from all the training sessions (such as awareness, state/national sponsored workshops, etc). Various types of information was obtained from different groups based on the purpose of the outreach training. Demographic information was obtained from 386 participants. As shown below, of the individuals who completed evaluations, 69% were service providers. Other participants included parents, administrators, faculty and students. Most of the participants (85%) were licensed or certified and 50% had degrees in education or in child development. Other participants included social workers, therapists, nurses, and psychologists. All but 14% of participants had at least a bachelor's degree. Despite a targeted effort to reach a culturally diverse audience, 80% of our participants were Caucasians and 95% were female. An interesting point, is that even though the participants who attended the PIWI Outreach trainings were not from diverse ethnic backgrounds, the children and families that they served did represent a diverse population. This was especially true of the four replication sites, with one site serving primarily Hispanic families and another site serving primarily African American families.

Demographics of Participants
Who Completed Evaluations
(N = 386)

	Percent
Current Position	
Parent	3
Service Provider	69
Training Coordinator	3
Program Administrator	10
Faculty	4
Student	1
Others	10
Professional License	
No	15
Yes	85
Area of Professional Degree	
Education/Child Development	50
Psychology	8
Social Work/Family Specialist	17
Occupational Therapy	4
Physical Therapy	4
Speech/Language Therapy	5
Nursing	7
Other	5
Highest Degree Completed	
High School/GED	5
Associate	8
Bachelor's	45
Master's	39
Doctorate	2
Other	2
Ethnicity	
Asian	1
African American	11
Caucasian	80
Hispanic	5
Native American	1
Other	2
Gender	
Female	95
Male	5

In addition to demographic information, an evaluation form was used to help the PIWI staff in determining the usefulness, importance, and level of understanding of the training. The following table shows the average ratings given in response to each of the standard rating items on the Evaluation of PIWI Training Form. The scale ranged from 1 (strongly disagree) to 5 (strongly agree). All items were consistently rated above 4.0 on the 5.0 scale.

Question	Rating
1. Extent to which activities supported attainment of training goals.	4.50
2. The content of this training stimulated me to think about early intervention in new ways.	4.49
3. Time was well organized.	4.57
4. Presenters were well prepared and organized.	4.77
5. Importance of this content for early intervention personnel.	4.62
6. I will be able to make changes in my work based on what I gained through this training.	4.30
7. I would recommend this training to other early intervention personnel.	4.55

Open-ended questions were also used to encourage participants to comment on the training format and activities from the perspective of their interest and usefulness in learning about the PIWI Model. These comments were invaluable in helping us examine which parts of the training seemed to be most useful, which were confusing, and how participants were interpreting the context in relation to their own work with families and children. Examples of typical responses are summarized below under each question. The majority of

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the responses were consistently written in response to Question 1 (What did you find most helpful about the PIWI training?). Question 2 (What did you find least helpful) has very few sample comments due to the fact that most responses addressed concerns not related to the PIWI Model or training such as: room too cold, needed better video equipment, didn't like the lunch, couldn't see from where sitting, etc.).

Open-Ended Questions and Sample Responses

1. What did you find most helpful about the PIWI training?

- The dyadic and triadic strategy information helped me put other trainings that I have had into a working model.
- It really helped me to look at families in a "family focus" way instead of "what am I going to teach them"
- It gave me a way to implement what I have been wanting to do for a long time, but didn't know how to make it work.
- The PIWI schedule - it showed me how to arrange and plan environments for supporting parent confidence and child development needs.
- The focus on looking for strengths instead of what isn't right. It reminded me to reaffirm the parent's abilities and competence.
- It really helped to think about possible dilemmas and problem solve things we might try to address these issues
- Videos helped me see how this can really work
- The focus on parent-child interaction and the structure for how to support this in a positive manner
- Sharing activities and ideas for play groups
- Gave me ideas for play groups and parent-child play and reinforced that I need to step back and observe instead of taking all the play time with the baby (instead of the Mom being with her child!) during home visits and play groups.
- Reminded me that all families have strengths and gave me many ideas for ways of approaching parents in a positive manner.
- Techniques and ideas that help parents observe and understand their child's development.
- Packet of take home handouts will help me to really try to implement this model. I am excited about trying to be more parent-child driven in my focus.
- Hands on ideas and things I can photo copy and use, ideas and materials which have been tried and will work, videos to illustrate exactly what we were discussing.

2. What did you find least helpful? • Videotapes – dialogue sometimes hard to hear • Need more examples of children with disabilities for the developmental topics • Some of the information seemed repetitive for experienced teachers
3. How can we improve this training? • More examples of developmental topics that we can use in play groups and on home visits • More opportunities to process information or practice • Come back and offer more training • Publish a book of developmental topics • More small group work • Provide more resources related to home made toys and materials • Number the pages on handouts & refer to color and number • List resources that we can use • Use professionally taped groups and home visits

In addition to the Training Evaluation Form, and as a means to gain more in-depth information, interviews were completed with administrators, play group facilitators and parents at the full replication sites. To be chosen to participate as a full replication site, programs had to agree to the following criteria:

1. Parent-child interaction was recognized and supported by the program as the most important context for early development and early intervention.

2. The intervention triad (parent, child and facilitator) was recognized and utilized by the program as the most important tool in the early intervention process.

3. The parents' understanding of their children's development and of their own competence in supporting their children's development was seen as a central organizer for planning the content and process of intervention.

4. At least two facilitators were present to engage in interaction with each parent-child dyad during a PIWI session, and to provide support and developmental information in areas of importance to the children.

There were originally six programs chosen to participate as full replication sites, but only four completed the outreach project requirements due to programmatic changes which did not allow them to continue. Two of the programs had existing play groups and the other two did not have groups before the training started. The two that had existing groups had parents coming with their children to the groups but were not involving parents in activities with their children.

The four programs that participated are described below. An effort was made to choose geographically diverse sites (rural vs. inner city) as well as those who served culturally diverse populations. One of the primary purposes of the grant was to "try out" the PIWI Model in culturally and geographically diverse settings to determine how well the participants (administrators, facilitators, and parents) felt that the model worked in their sites.

Site Location	Type of Program	Rural vs. Inner City	Families & Children Served
Orem, Utah	Early Intervention	Rural	Primarily Caucasian
Chicago, Illinois	Early Head Start	Inner City	Primarily African American

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Milwaukee, Wisconsin	Early Intervention	Inner City	Primarily Hispanic
Findley, Ohio	Early Intervention	Rural	Primarily Caucasian

The primary focus of the interviews was to was determine how well the PIWI Model fit their needs, which parts of the Model were easiest to adopt, which were the hardest to adopt and why, and what benefits did they see from using the PIWI Model. The phone interviews were conducted with total of 4 administrators, 14 facilitators (7 Child Development Specialists, 2 Occupational Therapists, 3 Speech Therapists, 1 Family Support provider, 1 Service Coordinator) and 12 parents. A copy of the interviews for administrators, facilitators, and parents can be found in Appendix C.

The following tables demonstrate the findings from the interviews addressing specific issues. Information obtained was consistent across replication sites regardless of cultural or geographic diversity. The first table reports the components of the Model that the facilitators felt were easiest to implement.

PIWI Components Easiest to Replicate
PIWI Philosophy
Dyadic Focus
Triadic Strategies
Structure provided by the use of Developmental Topics

It is interesting to note that while the facilitators reported that the use of triadic strategies was easy to implement, the PIWII staff found that when observing the

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parent-child groups, very little use of triadic strategies was actually happening. It was also the one area that participants requested additional training in on the follow up site visits.

This next table indicates the components that facilitators found the hardest to implement. Planning and evaluation were reported as difficult more from the lack of planning time then the actual PIWI planning and evaluation process. In probing more, we found that many of the facilitators had not been planning before they started using the PIWI Model. We felt lack of planning and evaluation time was a broader issue than just a "PIWI" issue. The lack of planning time also effected time allowed to develop Developmental Observation Topics.

PIWI Components Hardest to Replicate
Planning and Evaluating*
Developing Developmental Observation Topics
Change from child focus to parent-child focus

The next table lists the benefits that were reported the most often across the facilitators and administrators. In general all of the sites were very positive about their experience with the PIWI Model and felt that there had been many benefits (for themselves, the children, families, and their programs) from the use of the Model. The main areas that were reported as benefits are listed below with examples under each area.

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Benefits

Gave structure and focus to the groups

- **More planning as a team**
- **Everyone has a better idea of the purpose of groups and home visits**
- **Children have more opportunities to practice what they are "working on" developmentally**
- **Children's goals are better accomplished**

More parent involvement

- **Adding developmental topics has made it easier for parents to "see" what their child can do**
- **Parents are more willing to play with their children**
- **More discussion and sharing among parents**
- **Parents are helping to choose developmental topic**

Changed Practice

- **Changed my ideas about being the "expert"**
- **Making more of a conscious effort to involve parents**
- **More self-reflective, really paying attention to what I am doing**
- **Much more of a focus on trying to support parents in feeling competent**
- **Allowing time for the team to plan and evaluate groups**

Everyone Involved Seems to Enjoy the Groups More

- **Parents, children and facilitators seem happier**
- **Gave us a structure to help implement what we already believed but weren't sure how to make it work**
- **More time spent as a team which makes the group run smoother – everyone happier**

In addition to the above information which addressed specific issues in the training and implementation of the PIWI Model, we also were able to gain insights based on comments made by the administrators, facilitators, and parents. This information helped in interpreting and better understanding the comments based on the specific questions. Below are some sample quotes from the interview participants.

Administrator Quotes

"After the PIWI training, we realized that we were looking at the play groups more from our perspective and what we wanted to have happen rather than the family's perspective."

"The PIWI Model really provided us with a structure to know how to make this thing work. There aren't many resources available to help staff figure out how to do parent-child play groups. The training, materials and follow-up support have been a tremendous resource for us. I am so pleased with what is happening in our program"

"We really wanted our program to support parent-child interaction but we didn't know how to help our staff in doing this. PIWI gave us the answer. We have seen so many positive changes in our staff and families. We have even created a position for a mentor to help ensure that staff are continuing to support this model."

"We knew that we weren't involving parents like we should be, but we couldn't figure out how to do groups in a way that would work for everyone. I really have liked the way the Model focuses on relationships of parents, children and staff and the structure that the developmental topics provide. It is perfect. Just enough structure without being too much."

Facilitator Quotes

"The PIWI Model has given me a way to "put into action" what I have always believed, but I didn't know how to do."

"Before, I was the teacher. I was in charge. The parents were observers. Now, I'm more of a spectator, supporter. It is hard, but good. I have noticed a big change in the parent-child relationships."

" I have seen so many changes in the Moms. They are much more verbal and animated, commenting about observations. Everyone seems to be having more fun!"

"The parents are so much more observant of their children because of the Developmental Observation Topics."

"The PIWI Model really builds on the strengths of each family. It gives us a way to honor parents as being competent caregivers."

"Before PIWI our team never considered themselves a team. Our old team roles were based on whoever brought the materials for the activity and then that person facilitated the activity. We never even knew the children's IFSP goals because we didn't team. It makes me sick to think that all of our families are Hispanic and our one Hispanic facilitator prepared the snack instead of interpreting and interacting with the parents and children. We have come a long way with PIWI."

"I could tell a big difference in the Moms who were in the play group and those that only received home visits. The play groups Moms really noticed things that their child was doing and participated more in the intervention."

"Before, the parents were more on the outside. They brought their kids and then we took over. The parents weren't directly involved with their children. PIWI opened our eyes to what we were doing. It hasn't been easy for us, but now the parents are the primary interactors with their children."

"Before PIWI, we just set up one activity and if the children weren't interested or it didn't fit their ability level, there was nothing else for them to do. Now we have the developmental focus and many activities to fit for all the children in the group. It works much better this way."

Parent Quotes

"I like the new way (PIWI) we are doing the play group so much better. I finally understand why we were at the play group. I felt like I kept saying "Oh, that's why we are doing that activity." The therapists were explaining the activities to us and telling us what we could try with our child and they didn't do that before."

"I'm learning so much more about my child."

"I found myself watching for things that she would do at home related to what we were looking for in the play group.

"I think my son has done fantastic in the play group. He isn't quiet up to his age level, but the play group provided him with experiences and through the activities that the facilitators set up for him, I learned so much about my son, how to teach him, what he can do and what I can do."
"I wanted my daughter to learn how to communicate better. I loved having the opportunity to spend time with her at the play group. She is one of 5 children so the time spent focusing on her, doing activities with her and really watching what she was doing and the progress she was making was great."

"I went into the play group more focused on my son and goals for him. But I learned so much about parenting, how Jacob does things and things that I can do with him at home to help him."

"My child has autism and before PIWI I really didn't enjoy the group time. Now that we focus on specific things every week, I can see so many positive things about my daughter that I didn't realize she could do. She may not do everything the way the other children do them, but she is doing many things."

Summary

The PIWI Outreach Project set out to address four primary research questions: (1) Does the PIWI training provide facilitators with the information needed to implement parent-child groups, (2) Are the key assumptions and beliefs of the PIWI Model captured and replicated by sites?, (3) Are certain components of the PIWI Model easier to replicate than others? and (4) To what degree does the PIWI Model transfer across diverse contexts? Our primary focus was on training, but we were also interested in these other areas.

The results indicate that the PIWI training did provide facilitators with enough information to implement parent-child groups. Some components were easier to replicate than other, although facilitators reported that the more they used the PIWI Model the easier it became to implement all components. The key underlying assumptions and beliefs of the PIWI Model were captured and replicated by the sites. Administrators and facilitators reported that the structure provided by the Model made it easier for them to implement the groups. They stated that the Model gave them the "how to" to accomplish what they felt was

important for staff, families, and children. The early head start program used the Model to implement parent-child groups during their socialization time.

It was consistent across sites as to which components were easier to implement. Facilitators reported that it was easier to start by implementing a few of the components and then adding others when they felt competent about the ones they were using. The easiest components to adopt and implement were the philosophy, dyadic strategies/focus, triadic strategies, and the structure provided by the use of developmental observation topics. Planning and evaluation were reported as difficult, more from the lack of planning time than the actual PIWI planning and evaluation process. The development of developmental observation topics was also reported as being difficult. This again was reported as being more from lack of time than the understanding of the concept of developmental topics. Examples of planning and evaluation forms and a developmental observation topic can be found in Appendix E. Family interviews showed that families felt comfortable with the PIWI groups because they knew what to expect and what their roles were during the group sessions. Several parents reported that they were having more fun and learning more about their children.

In this initial stage of evaluating the replicability of the PIWI Model, it appears that the Model does transfer across diverse contexts. Sites reported that the Model was working for diverse groups as well as in diverse settings and few adaptations had been made. Even in one of the groups where the facilitators had

felt that the parents would not be open to this type of group based on cultural preferences, it turned out that the parents were much happier with the PIWI Model than what they were doing before.

V. Dissemination

The primary means of dissemination efforts focused on the dissemination of training materials and resources provided to all participants involved in the project. These materials were very comprehensive, covering the 8 components of the Model as well as specific examples of play group plans, activities and developmental observation topics. These were materials that participants could photocopy and share with other personnel who did not participate in the training. In addition, the four replication sites were given a complete set of the 8 PIWI training modules which includes presenter outlines and notes, transparencies, transparency scenarios, handouts, resources and a videotape.

Presently two articles have been submitted for review. The first one is an overview of the PIWI Model and is entitled: *PIWI: Enhancing Parent-Child Interaction as a Foundation for Early Intervention*. The second article is more practitioner based, using case study and application to practice examples. It is entitled: *Using "DOTs" to Support Parents as Developmental Observers During Parent-Child Groups*. We also plan to do additional articles based on the evaluation results from administrators, facilitators, and parents and their implications for practice in early intervention.

VI. Future Activities

From the information gained from the outreach project, we are currently in the process of doing a more in-depth evaluation of the replication of the PIWI Model in 16 early intervention and early head start programs in diverse geographical and cultural settings. The primary instrumentation and analysis procedures are qualitative in order to draw upon the perspectives of the participants (administrators, facilitators and parents). To ensure a high degree of fidelity to the Model, staff from each site are engaged in intensive training and on-site consultation.

In addition, we are in the process of writing an applied book for practitioners describing the PIWI Model and a structure for implementation of parent-child groups. There are so few resources available to support early intervention and early head start programs in providing parent-child groups, that we feel that this will meet a need of the field. In response to what we learned from PIWI Outreach, we are also writing a book of developmental observation topics.

VII. Assurances

An original and 2 copies of the final report are being sent to Ms. Rose Slayer at the Office of Special Education, U.S. Department of Education. An additional full copy of the final report is being sent to the ERIC Clearinghouse on Handicapped and Gifted Children at CEC. A copy of the title page and abstract is being sent to Peggy Hensley at the NECTAS Coordinating Office.

Appendix A

Advisory Board

PIWI Outreach Advisory Board

Eva Thorp
George Mason University
(Trainer and one of the original PIWI developers)

Camille Catlett
Frank Porter Graham Child Development Center
(Trainer and Resource Developer)

Susan McBride
Iowa State University
(Trainer)

Susan Maude
Loras College
(Trainer and Evaluator)

Judy Ullom
Developmental Services Center
(Early Intervention Provider)

Marlise Dahl
Piatt County Mental Health Center
(Early Intervention Provider)

Becky Morehouse
Mahomet, IL
(parent of triplets with cerebral palsy, participated in PIWI groups)

Lisa Treul
Champaign, IL
(Parent, Nurse, Early Intervention Provider)

Nancy Fire
NEC*TAS

Appendix B

PIWI Newsletter, Logo and Flyer

PIWI PAGES

SPRING 1999 — Volume 1, Issue 2

In this issue ...

PIWI (Parents Interacting with Infants) focuses on:

BUILDING RELATIONSHIPS
using dyadic and triadic strategies

PIWI is a relationship-based approach to early intervention. Two relationships are especially important to the PIWI model: the one between the parent and the child *(the dyadic relationship)* and the one between the interventionist (the "PIWI facilitator") and the parent-child dyad *(the triadic relationship)*.

PIWI translates these two types of relationships into ***two specific sets of strategies: the Dyadic Strategies and the Triadic Strategies***. Both are used to support a match between parent and child, leading to **three key outcomes for both parent and child:**

1. development of competence,
2. confidence in their own abilities, and
3. pleasure in one another.

PIWI's primary goal is to provide a supportive environment for the child's development. The parent-child relationship is the most important part of this environment.

Many early interventionists already use many of these strategies. The idea in the PIWI model is to consciously think about these strategies and to use them to support parent-child interactions.

Being a dyad: Finding pleasure in one another

The "Dyadic Strategies" focus on sensitivity and responsiveness to the child's abilities, on actions and initiations, and on the expression of positive feelings between parent and child. All adult-child dyads already show strengths in one or more of these characteristics, but thinking of the characteristics as "strategies" helps us be more sensitive to what might help the dyad achieve the best possible match. The Dyadic Strategies are important for the interventionist as well as for the parent because they reflect the sensitivity and responsiveness inherent in good adult-child interaction.

(*Strategies* - cont.on page 2)

Dyadic Strategies

Set the stage
Use physical positioning, number, appropriateness, and arrangement of materials.

Maintain interest and attention
Actions like exaggerated voice and face used to keep the child's interest in the interaction.

Establish reciprocal roles
Parent responds to child's initiations or uses turn-taking games to create interactive roles.

Match and follow
Child's interests and abilities are observed and then joined.

Challenge and expand
Opportunities (material, language) that are just behind her current level are provided and supported.

Strategies - *from page 1*

The Dyadic Strategies may be especially useful for dyads in which something interferes with the partners' being able to establish an interaction that makes them feel competent and confident as individuals and with one another. For example, a child with a disability may be harder to "read," and the partner (whether parent, peer, or even the facilitator!) may miss opportunities to establish pleasurable interaction. When this happens, neither of the partners has a positive experience.

Robert and Ellen know that when the dyadic characteristics are used as strategies, dyadic strengths are recognized, and motivation and confidence are built and reinforced.

Laurie and her daughter, Julia, are on a mat on the floor. Laurie is face-to-face with Julia at eye level *(Set the stage)*. Julia is making little noises and looking over Laurie's shoulder. When Julia looks toward her, Laurie immediately makes an animated facial expression and says, "There you are!" She shakes her head playfully *(Maintain interest and attention)*. Julia babbles and stops. Laurie quickly imitates her sound, then stops, waiting for Julia to take a turn *(Establish reciprocal roles)*. As the game continues, Julia changes sounds, and for a few turns, Laurie exactly matches as she imitates *(Match and follow)*. Laurie then changes the game by adding an unfamiliar sound, a growl *(Challenge)*. Intrigued, Julia pauses and looks at Laurie. Laurie growls again, and Julia tries to growl back. They both laugh.

(*Strategies* - cont. on page 3)

• ROBERT & ELLEN

For an interactive match to happen, the adult partner must be sensitive to the child's signals so she can respond appropriately. What's important is not a global knowledge of development but a knowledge of this child's development and ways of communicating.

• LAURIE & JULIA

A parent's ability to see through the eyes of her child and to change her behavior to match and support her child is key to building competence and to supporting the child's development. Parents are the interpreter of their child's experiences.

THINK ABOUT

CONNECTING WITH THE DYADIC STRATEGIES ...

Who in your own family interacts with children between birth and three? When do these interactions occur? What do they look like? Which dyadic strategies do you see in these interactions? Every dyad differs as the two partners adjust to one another; situations like play and bathtime also differ in the opportunities available for interaction. What signs of competence, confidence, and mutual pleasure do you see in these interactions? Could the strategies be used to build on these strengths?

Establish dyadic context

Environment (toys, activities) is arranged to increase the likelihood of mutually enjoyable parent-child interaction.

"Sara, here's the busy box that Alex liked so much last week."

"Alex, do you want to play with the ball? Let's go over there with mommy."

Acknowledge parent competence

Facilitator observes and recognizes examples of developmentally supportive interactions and child competence.

"Alex really likes when you sing the 'Wheels on the Bus' song."

"It seemed really helpful to Alex when you covered up some of the holes in the puzzle."

Focus parent attention

Facilitator comments on actions of the child in order to draw the parent's attention to the child's or to the parent's own competence.

"Sara, it looks like Alex wants to show you how he comes down the slide."

"Alex really likes to play peek-a-boo ... I'll bet you two play it a lot at home."

Provide developmental information

Child's behavior is interpreted within the context of play and interactions with the parent.

"Alex is just starting to hold that with his fingers instead of his fist. He'll soon be able to make marks on paper."

"Wow, Sara, it's great how Alex can jump so much better than he did last week. Look how he keeps his feet together."

Model

Facilitator unobtrusively models and then steps back to allow the parent to interact with the child.

"He's really trying to push." Facilitator puts her hand over Alex's and pushes down to activate the toy; then, she moves aside so that Sara is closer to Alex.

"I think Alex is just a little uncertain about going in that tunnel." The facilitator crawls through the tunnel, laughing back at Alex. Once at the other end, she gives him another big smile and then leaves the area to the parent and child.

Suggest

Facilitator provides the parent with a specific suggestion for something to try with the child.

"I wonder what would happen if you put one piece in first."

"He seems to want you to hold that for him as he works with it."

43

Strategies - from page 2

Being a triad: Building on dyadic competence

The "Triadic Strategies" are based on ideas about family-centered practice. Think of the *Dyadic Strategies* (what the parent can do with the child) as the *content* and the *Triadic Strategies* (what the facilitator can do with the dyad) as the *process*. In using the Triadic Strategies, the purpose is to recognize and expand on dyadic strengths, using actions and statements that are respectful and responsive to the dyad's strengths and preferences. PIWI is all about relationships, and the triadic relationship between parent, child, and facilitator has a lot to do with how the parent feels about the dyadic relationship with the child.

Triadic Strategies

The PIWI facilitator's job is to observe for competence, confidence, and mutual pleasure and then decide on a Triadic Strategy that seems most likely to be helpful for achieving these for one or both members of the dyad. All strategies are used in a nondirect way, so that the parent experiences the situation as affirming–not intrusive.

In PIWI, both the Dyadic and Triadic Strategies are used from a "what if ..." perspective, keeping the competence, confidence, and mutual pleasure of the dyadic partners in mind. Both sets of strategies highlight the strengths the parent and child bring to their interactions. The PIWI model builds on these strengths by using these strategies to guide intervention.

(*Strategies - cont. on page 4*)

THINK ABOUT

CONNECTING WITH THE TRIADIC STRATEGIES ...

Someone is coming to your house to help you become more efficient in managing your time at home. You are excited about the opportunity but are also pretty nervous. What will this person be like? What will she say and do? You have some pretty strong feelings about what you wouldn't want this person to say and do. What are the actions that you absolutely wouldn't like? What advice would you give to this person about how to best match your strengths and preferences? Remember: families have similar opinions and preferences about the interventionists who work with them. Put yourself in the parent's shoes!

For the TRIAD

PIWI facilitators use a continuum of support to promote competence and confidence in parent and child. Simply enjoying the child's success enhances this parent's perceptions of her child's competence and of her role in supporting his development.

PIWI PAGES

Piwi Project

University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

Forward and Address Correction Requested!

PIWI OUTREACH INSERT

PIWI in Action IN Ohio

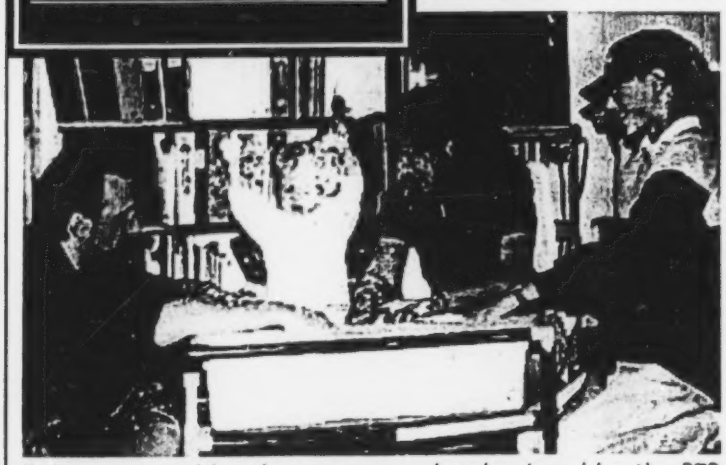
PARENT VOICES: *"Very helpful." "Lots of fun." "I am impressed and very happy that this program exists." "I am thankful for the opportunity to be involved and bring my son to learn and to help others learn from him."*

The PIWI Outreach Grant provides training and technical assistance to programs interested in the PIWI model. In this issue of the PIWI Pages, we are highlighting on of the programs that has participated in the outreach grant and is presently doing a great job implementing its parent-child groups! The staff have really made the PIWI model work for their program and the children and families that they serve.

The site we're featuring is an early intervention program located at Blanchard Valley Center in Findlay, Ohio. They call their group "PIP"–the Parent Interaction Playgroup. The play groups last one-and-a-half hours per week for 8-12 week sessions. To meet the demands of their families' schedules, play groups are offered during various times of the day (9:00 a.m., 11:00 a.m., 1:30 p.m., 4:00 p.m., and 5:00 p.m.). PIP encourages siblings , fathers, and grandparents to participate in their sessions. The PIP facilitators include an occupational therapist, a physical therapist, a speech therapist, and three early intervention specialists.

Between sessions, the PIP facilitators make home visits to update the IFSP and to evaluate the play group from the parents' perspective. After meeting with the parents, the PIP facilitators meet as a team to plan for the next session, taking into account the parent's comments, goals for their children, needs, and suggestions for developmental observation topics.

A PIWI INTERACTION



Baby, mom, and brother encouraged and enjoyed by the PIP facilitator!

The PIP facilitators have enjoyed implementing the PIWI model because "the emphasis is on parent-child interaction, and it promotes a closer match between parents and professionals–everyone is a partner in this process." PIWI groups create "a more relaxed and family-friendly environment" that "allows parents to interact with each other and support each other."

PIP began their parent-child group on September 1, 1998.

(over)

Other PIWI Outreach HAPPENINGS

PIWI OUTREACH INSERT

- The Kids on the Move Program in **UTAH** has implemented its parent-child groups and is presently in the process of integrating the PIWI model into the home visiting component of their program. The PIWI staff will visit Utah in May to provide follow-up training and gather evaluation information.

- The Early Head Start program of Grant and Blackford Counties in **INDIANA** and Carey Services, the Part C provider for these counties, have completed the first part of the PIWI training and will begin their play groups in May.

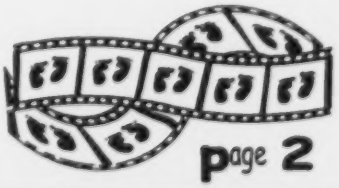
- The Early Head Start program of Champaign County in **ILLINOIS** will begin PIWI training in May and start implementing the model in play groups and home visits during the month of June.

- The Early Head Start program located at the Englewood Family Center in **ILLINOIS** is collaborating with Ounce of Prevention to offer play groups for teen parents.

- Project P.L.A.Y.-Lekotek and the Milwaukee Center for Independence in **WISCONSIN** have just started to implement parts of the PIWI model within their existing play group.

- Other Training Accomplishments:

  - ☺ January 22 ... Milwaukee, Wisconsin *(in collaboration with the UW Extension)*
  - ☺ March 17 ... Oconomowoc, Wisconsin
    One-day training at the *Fulfilling the Promise: Getting Parents and Babies Off to a Good Start* Conference for Wisconsin's Home Visitation Programs
  - ☺ March 25 ... Grand Island, Nebraska
    One-day training at *Early Years: Children, Families, and Communities* Conference
  - ☺ March 29-30 ... Cedar Falls, Iowa
    Two-day PIWI training
  - ☺ April 29-30 ... Mt. Vernon, Illinois
    Two-day PIWI training sponsored by STARnet
  - ☺ And more to come!



Parents Interacting With Infants (PIWI)

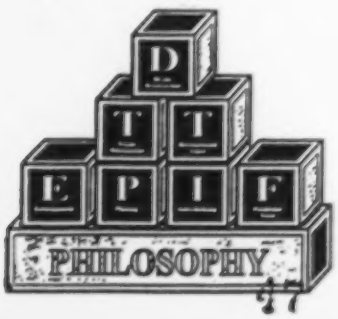
A Relationship-Based Approach to Early Intervention, 0-3

WHAT IS "PIWI"?

"PIWI" stands for Parents Interacting with Infants. PIWI is first and foremost a philosophy that places the parent-child relationship at the heart of early intervention services, emphasizing the reciprocal influence between this relationship and the child's development. The KEY IDEA that carries through the four parts of the PIWI Philosophy is SENSITIVE, RESPONSIVE RELATIONSHIPS...between adults and children, and among adults. PIWI was developed within the context of a parent-child group, and is also applicable to home visiting. The word "parent" refers to anyone with whom the child may form a primary attachment relationship; while this is most often the parents, the term also includes others who live in the household or with whom the child will have close, long term interactions.

WHAT IS THE PIWI MODEL?

The PIWI Model is a systematic way of thinking about early intervention. In the PIWI Model, intervention is organized around seven program components, including: (1) the PIWI Philosophy, (2) Dyadic Relationships, (3) Triadic Relationships, (4) Developmental Observation Topics, (5) Environments, (6) Planning and Individualizing, and (7) the Facilitator Team. The seven PIWI components are the BUILDING BLOCKS of the PIWI Model. The philosophy is the foundation for the other six components. All of the components are supported by philosophy-based implementation guidelines as well as by specific practices.



PIWI supports parents in helping their children achieve important developmental goals:

- ✓ establishing and maintaining secure relationships with caregivers
- ✓ developing and maintaining motivation to explore and master the physical and social environments
- ✓ developing confidence in their own ability to influence the environment
- ✓ expanding beyond what has already been accomplished

The PIWI Model is based on the belief that achievement of these goals is achieved primarily through the child's interactions with parents and other long-term caregivers. The best interactions happen when these individuals have knowledge of their child's development, understand their own roles in the child's development, and feel confident and competent in these roles. Hence, the PIWI Model aims to enhance parents' ability to:

- ✓ be comfortable and engaged in the intervention setting
- ✓ observe and interpret their child's competence
- ✓ expand their understanding of factors that influence what their children do, feel, and learn
- ✓ feel confident in their own role in supporting their child's development and learning
- ✓ feel comfortable and confident in expanding their own knowledge and skills with respect to their child

HOW IS PIWI DIFFERENT FROM OTHER EARLY INTERVENTION MODELS?

The PIWI Model is most different in its emphasis on the central role of the parent-child relationship. The PIWI approach always occurs with parent and child together, and with the parent as the primary interactor with the child. The emphasis of the intervention is to broaden and enhance the child's developmental environment. This is accomplished by providing opportunities to have fun with their child as they learn about their own child's development and their role in supporting it.

HOW CAN I GET MORE INFORMATION?

To receive more information about the PIWI Replication Project, please contact Tweety Yates: 217/333-4123 (phone) or t-felner@uiuc.edu (e-mail).

Appendix C

Examples of Evaluation Forms/Instruments

Date: _____ #_____

Evaluation of PIWI Training

I. Satisfaction with the Training

A. Ratings

		Strongly Disagree		Neutral		Strongly Agree
1.	Extent to which activities used supported attainment of stated training goals	1	2	3	4	5
2.	The content of this training stimulated me to think about early intervention in new ways	1	2	3	4	5
3.	Time was well organized	1	2	3	4	5
4.	Presenters were well prepared and organized	1	2	3	4	5
5.	Importance of this content for early intervention personnel	1	2	3	4	5
6.	I will be able to make changes in my work based on what I gained through this training	1	2	3	4	5
7.	I would recommend this training to other early intervention personnel	1	2	3	4	5

B. Suggestions

1. What did you find most helpful about this training?

2. What did you find least helpful?

3. How can we improve this training?

II. Participant Information *(This information will help us to determine the kinds of groups we are reaching, and whose needs we are meeting/not meeting. You may elect to leave blank any question that you feel uncomfortable answering. However, please be assured that this information will be entered into a group data bank; you will not be personally identifiable in any way)*

A. Current position (if more than one, indicate capacity in which you attended this session):

____	parent	____	program administrator
____	service provider (e.g., teacher, therapist)	____	trainer/faculty
____	training coordinator	____	other (please specify)

B. Professional license(s) held (if applicable): _____

C. Area of professional degree (if applicable):

____	education/child development	____	physical therapy
____	psychology	____	speech/language therapy
____	social work/family specialist	____	nursing
____	occupational therapy	____	other (please specify)

D. Years of experience in your profession? ____

E. Years of experience in early childhood, birth through 2? ____

F. Years of experience in early childhood, birth through 5? ____

G. Highest degree completed:

____	High School/GED	____	Associate	____	Bachelor's
____	Master's	____	Doctorate	____	Other (please specify)

H. Please indicate the primary setting in which you work (if applicable):

___	University	___	Community Agency
___	Community College	___	State Agency
___	Public School	___	Private Practice
___	Other (please specify)		

I. Languages Spoken: _____

J. Ethnicity: _____

K. Gender: Female ___ Male ___

OPTIONAL

For our information as we continue to develop PIWI training modules (optional):

1. How appropriate is the PIWI model for early intervention personnel who work with families and children from different ethnic or cultural backgrounds?

1	2	3	4	5
very inappropriate				very appropriate

Comments:

2. How appropriate is the PIWI model for early intervention personnel who are themselves from different cultural and ethnic backgrounds?

1	2	3	4	5
very inappropriate				very appropriate

Comments:

3. What other population characteristics should we be aware of in continuing to develop the PIWI training modules?

Thank you!

(9/1/97)

PIWI Outreach
Administrator Evaluation Questions

Date of Interview:_____
Name of Program:_____
Administrator's Name & Discipline:_____
Interviewed By:_____

1. Tell me about what your program was like before you decided to use PIWI?

    a. what your program offered

    b. what your role was

2. Why did you decide to use the PIWI model? What needs did you see that weren't being met?

    a. for children

    b. for parents

    c. for staff

    d. for yourself

3. How long has your program been using the PIWI model? Is the PIWI model used in play groups? home visits?

4. What is different about what is happening in your program now?

   a. for children

   b. for parents

   c. your staff

   d. for yourself

   e. for your program as a whole

5. What benefits have you seen from using PIWI?

   a. for children

   b. for parents

c. for staff

d. for yourself

e. for your program as a whole

6. Have things happened that you did not expect?

7. Were there things that you were hoping would happen that haven't?

8. What parts of the PIWI model have been easiest for your staff to adopt; what parts do you think that they feel really good about? *(use blocks as a probe)*

9. What part of PIWI has been the hardest to adopt? *(Use blocks as probe)* What modifications have been made?

10. Any other comments:

PIWI Outreach
Facilitator Evaluation Questions

Date of Interview:_____
Name of Program:_____
Discipline:_____
Interviewed By:_____

1. Tell me about what your program was like before you decided to use PIWI?

    a. what your program offered

    b. what your role was

2. How did you start using the PIWI model? What needs did you see that weren't being met?

    a. for children

    b. for parents

    c. for yourself

3. In what ways did PIWI fit or not fit with the existing philosophy of program staff?

4. What are you doing differently (since trying the PIWI model)?

a. for children

b. for parents

c. for yourself

d. for your program as a whole

5. What benefits have you seen from using PIWI?

a. for children

b. for parents/parent-child interaction (Have you noticed any differences in parent-child interactions?)

c. for yourself

d. for your program as a whole

6. Have things happened that you did not expect?

7. Were there things that you were hoping would happen that haven't?

8. What parts of the PIWI model have been easiest to adopt; what parts do you feel really good about? *(use blocks as a probe)*

9. What part of PIWI has been the hardest to adopt? *(Use blocks as probe)* What made it hard (characteristics of setting, staff, children?) Have any modifications been made?

10. What are your goals (personal) for using PIWI in the future?

11. Any other comments:

PIWI Outreach
Parent Evaluation Questions

1. What were their goals for the play group; home visit? What did they want to happen - their expectations?

    a. for their children

    b. for themselves

2. What happened? Did they achieve their goals, expectations?

3. What was the most positive part of the play group/home visit?

4. Any suggestions (changes, modifications, etc..)?

Appendix D

PIWI Philosophy, PIWI Buildings Blocks and Description

The PIWI Philosophy

Philosophy Related to Families

Parent*-child relationships are a critical foundation for early development. Intervention that recognizes this foundation values the role of parent-infant interaction in development. PIWI facilitators collaborate with parents in providing developmentally supportive environments for their children by expanding on families' knowledge and understanding of their children, building on natural interaction styles, and acting on parent preferences. Children's development is enhanced when parents recognize and act on their own important roles in supporting their children's developmental agendas.

Philosophy Related to Children

Early development is embedded within significant relationships and contexts of daily routines, and comes about through interactions with others. Opportunities for parent-infant play expand on children's strengths as active learners and are based on developmentally and culturally appropriate parent-child activities and interactions. Individual goals identified by parents are blended into parent-child play, and individual adaptations are used to enhance children's ability to engage in their environments.

Philosophy Related to Facilitators

The primary role of the PIWI facilitator is to support and enhance parent-infant relationships through establishing supportive relationships with parents and children through providing meaningful, pleasurable opportunities for parent-infant play. Parent-infant interaction and play are actively supported by PIWI facilitators within the context of PIWI sessions. PIWI sessions are characterized by a spirit of collaboration in which team members operate interchangeably in the intervention process but continue to function as resources to one another and to families in relation to their own disciplinary or personal expertise.

Philosophy Related to PIWI Setting

The PIWI setting is undergirded by an administrative structure that has adopted a family-centered, developmental approach to early intervention. Recognition of the importance of the parent-infant relationship across all domains of development is demonstrated through the provision of personnel, time, and other resources needed to offer a program based on these principles. Supervision and peer-mentoring, grounded in self-reflection and self-initiated learning, provide a foundation for team and individual development. Relationships among team members and with families receive explicit attention in ongoing professional development.

*The word "parent" refers to any primary caregiver (e. g. parent, grandparent or other relative) with whom a primary, long-term attachment relationship is likely to be established.

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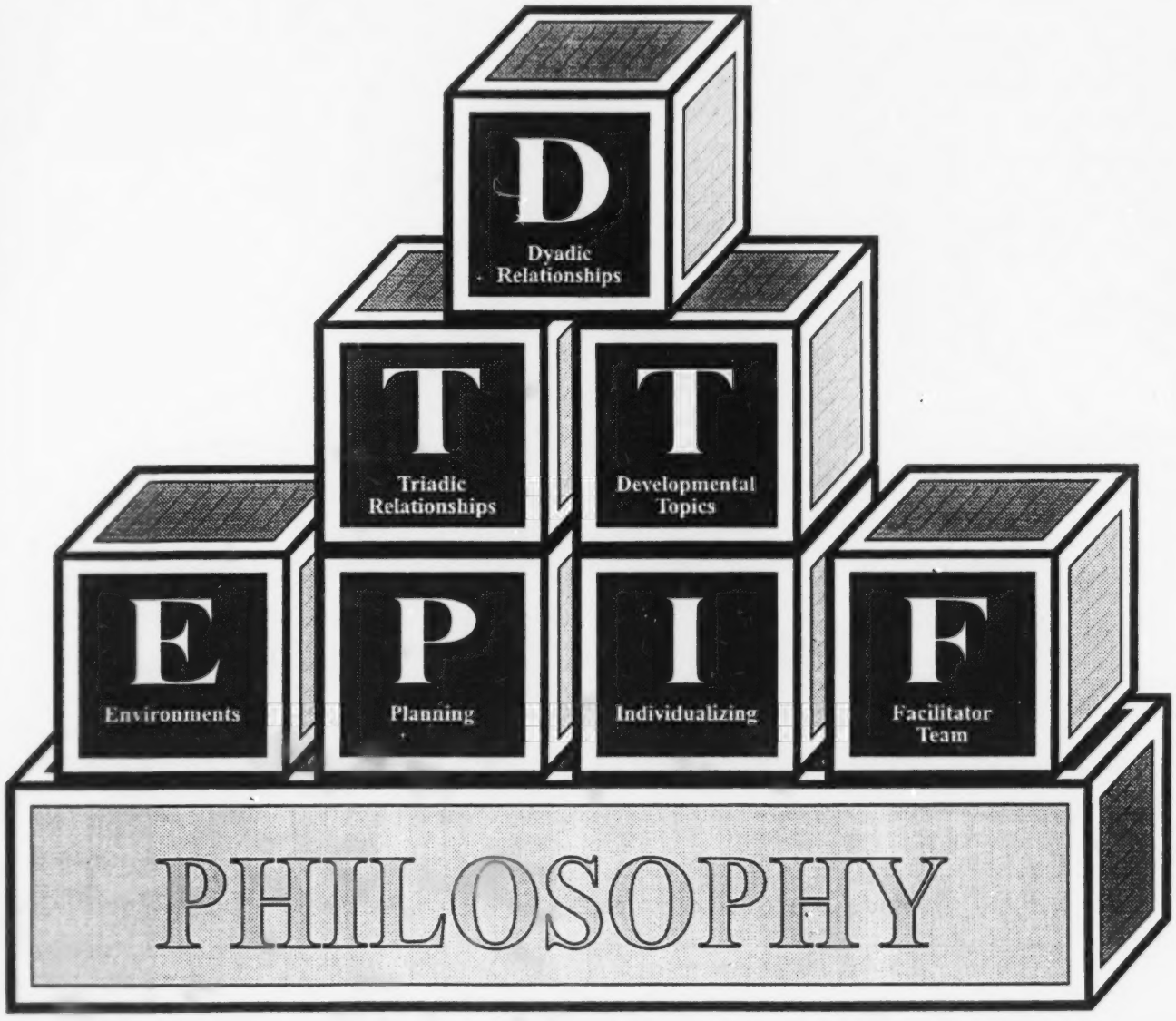
Piwi

BUILDING BLOCKS



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THE PIWI COMPONENTS: PIWI'S 8 BUILDING BLOCKS

Dyadic Relationships

The word "dyad" means "two people." The most important dyad in the PIWI model is the parent and child. The primary goal of PIWI is to support and enhance the interactions of this dyad.

Triadic Relationships

"Triad" means "three people." In PIWI, it refers to the "intervention triad," which includes the parent, the child, and a PIWI facilitator.

Developmental Observation Topics

Every PIWI session, whether parent-child group or individual visit, is organized around a developmental observation topic selected to highlight children's competencies, interests, and characteristics, to be of interest to parents, and to respond to parent concerns; the topic is used to facilitate the parent's observation and interpretation of the child's characteristics and development.

Environments

PIWI environments include schedule, materials, equipment, space, and facilitator roles, and are designed to support child exploration and parent-child interaction in parent-child groups and home visits.

Planning

PIWI facilitators systematically plan each session, using elements of the environment to support the developmental observation topic and to engage all dyads in developmentally appropriate social and object interaction.

Individualizing

Individual goals and outcomes identified by parents are embedded within the plan, and reflect parents' goals for their children and for themselves. These include specific goals and outcomes from the Individual Family Service Plan.

Facilitator Team

The PIWI Team includes 2 or more facilitators, often from different disciplines, who interact with one another as they plan, implement, and/or debrief a parent-child group or home visit session.

PIWI Philosophy

The PIWI Philosophy forms the framework for all other components, linking the components together in a way that guides how facilitators think about the services that they provide to children and families.

Appendix E

Examples of Planning Forms and Developmental Topics

PIWI Group
Family Interview Guide

Child: *Ignacio* **Parent**: *Stella*

Date: *12/20* **IFSP**: *no*
Yes / No / In Process

Child Interests

1. What toys and activities are your child's favorites?

Ignacio loves tools. He has a workbench at home. Ignacio also likes to play with objects with buttons to press. He has a musical toy with many buttons that is a favorite.

Favorite Dyadic Activities

2. Tell me about your child's typical day: (routines, nap times, meal time, play time, day care, etc.)

Ignacio gets up about 9 and plays until breakfast is ready. His Dad is a truck driver and, when home, will eat breakfast with Ignacio. Ignacio plays with mom or helps her with housework, has lunch and then has an after noon nap around 4. Ignacio sometimes goes to his grandmother's house in the evening. He goes to bed at 10 or 11.

3. What are the times that you enjoy being together the most? What do you enjoy doing with your child at these times? What makes these times enjoyable?

When Ignacio and Stella are together, they read books or play with trucks. Ignacio likes when Stella gives him a bath and he can splash in the tub and play with scoops.

4. What are the times that are frustrating or difficult? What makes these times difficult for you?
Sometimes Ignacio is hard to understand. He does not use words yet but gestures by pointing. Sometimes it's hard for Stella to know what he wants.

Parent Concerns

5. What current concerns do you have for your child?

a. developmental (example: language)

sometimes concerned about his not using words

b. daily living (example: bedtime, feeding self)

none

c. interaction (example: having fun together) *none*

Parent Interests/ Goals

6. What goals do you have for your child in the upcoming PIWI group?
   a. what would you like your child to gain from the group?

   to have fun with other children

   b. are there any modifications we should make to help your child participate?

   No

   c. (if there is an IFSP) are there specific IFSP goals that you would like for us to address in the group?

   None

7. What goals do you have for yourself in the upcoming group?
   a. what would you especially like to gain from the group?

   Stella would like to learn to help Ignacio develop and grow.

   b. do you have special interests related to the goals that you have for your child?

   No

   c. what other topics about development and parenting would you be interested in?

   None

   d. how can we best address these topics (discussions, handouts, etc.)?

   Talking with other parents.

Snack Preferences and Needs (play group only)

8. What type of snack would be appropriate for your child?

Crackers, apples. Needs a sippy cup. Has no allergies.

PIWI Group
Family Interview Summary

Dates of Group: 1/5 - 6/12 **Age Range in Group:** 19-36 months

PARENT-CHILD DYAD	CHILD INTERESTS	FAVORITE DYADIC ACTIVITIES	PARENT CONCERNS (Development, Daily Living, Parent-Child Interaction)	PARENT INTERESTS/ GOALS FOR CHILD*	PARENT INTERESTS/ GOALS FOR SELF*	MODIFICATIONS AND SNACK PREFERENCES
Stella & Ignacio (19 months)	workbench, tools, cars & trucks musical toy with many buttons doesn't like to sing	books playing trucks bath time	language development	play with others	how to help him develop and grow	sippy cup crackers apples no allergies
Becky & Joshua (36 months)	Playskool little people, uses as finger puppets rough-houses with sibs. likes to sing	songs bath time time spent in car	Joshua has never been around other children; will he be accepted?	for him to observe and imitate other children use language*	none; has three older children	sippy cup cereal crackers peanut butter
Allison & Andrew (22 months)	cars boxes crayons markers songs	songs finger plays eating	language development playing with peers sharing	play with peers	discipline temper tantrums share with other parents	sippy cup apple juice crackers cheese
Dave & Lizzie (27 months)	babies puzzles books pretend play	puzzles pretend play playground	none	play with peers share with children	discipline share with other parents	juice, water or milk crackers pbj

*Asterisk any goals that correspond to those on the IFSP

Interview Summary (Continued)

PARENT-CHILD DYAD	CHILD INTERESTS	FAVORITE DYADIC ACTIVITIES	PARENT CONCERNS (Development, Daily Living, Parent-Child Interaction)	PARENT INTERESTS/ GOALS FOR CHILD*	PARENT INTERESTS/ GOALS FOR SELF*	MODIFICATIONS AND SNACK PREFERENCES
Tina & Taryn (26 months)	babies house-keeping blocks play ground (slide, etc.)	house-keeping play songs	stuttering over words	play with peers language development	discipline sharing share with other parents	juice or water allergic to pb cheese fruit
Carrie & Chris (22 months)	vehicles airplanes, helicopters blocks cars pretend play	books songs playing bath time	language (frequent ear infections, speech delay) fine motor share ideas for discipline with other parents	play with peers* language development*	discipline (hitting, biting)* peer interactions* share with other parents	sippy cup crackers apples juice no dairy
Alexandra & Nicolas (28 months)	likes to build and construct with blocks painting legos small plastic characters and animals	playing what Nicolas wants bath time	seems distant, uncommunicative at times; refuses to talk articulation	interact with peers language development	discipline peer interactions share with other parents	no cheese crackers fresh fruit no canned food or sweets

*Asterisk any goals that correspond to those on the IFSP

PIWI Group
Session Plan

Date: 2/6 **Age Range:** 19-36 months

Developmental Observation Topic: Understanding how I interact with peers.

Observation Focus: How a child's interactions with peers are affected by the size and number of available materials.

Schedule	Space/ Materials	Group Activities/ Strategies	Individual Strategies*	Team Roles
Greeting	Parachute activity on large rug	Sit in circle with parents and children holding the parachute: swing, bounce, walk around, go under Sing songs while waving the parachute: up/down jump, jim-jo London bridge	Direct Ignacio to the rug with a toy Joshua: would signs during "Hello song"*	Felicia: lead songs Susan: greet and transition toys to discussion
Opening Discussion *Sharing* *Topic Discussion*	Place on center rug: containers and chips shape sorters wallets and purses small brick blocks and vehicles bead maze tube box with bean bags	Lead sharing discussion with question: what activities this past week caused your child to play for a long time? How did you set up materials to encourage interaction? Lead topic discussion: See topic plan for questions and focus of observation.		Susan: bring basket of toys to group and place on rug, ask children to help if there is interest Felicia: lead discussions Susan: support Susan with observations; support children in play as parents engage in discussion

* Include individual modifications; also note goals, outcomes, strategies from IFSP with an asterisk (also see embedding matrix)

PIWI Group
Session Plan

Schedule	Space Materials	Group Activities/ Strategies	Individual Strategies*	Team Roles
Parent-Child Observation Activities	Put out small motor objects first. Play areas: 1. play-dough: plastic knives, animal figures, unusual kitchen objects 2. Materials shelf and small table: bridge blocks, stacking toy, colored blocks and small dinosaur figures 3. Small rug area: puzzles etch-a-sketch books 4. Paints-easel: paper, brushes, clothespins, smocks Motor area: 5. Pipeworks as a climbing structure, blanket, flashlight 6. Box maze and tunnel 7. Rocking boat Set dividers between the two areas	Small motor play area: Observe for these child behaviors: watch, smile, imitate, offer material, close proximity, parallel play Things to try: talk about what child is doing, model play, talk about what other children are doing Large motor area: Observe for these behaviors: imitate, turn-take, invite each other to play, watch, pretend, peek-a-boo, hide and surprise Things to try: model interactions, encourage children to invite other children to play	Chris: model transitions between materials* Lizzie: focus Dave on her present actions with materials Taryn: model exchange of materials and encourage one other child in close proximity Nicolas: support pretend play with mom Joshua: Encourage use of "social" equipment; model "more" for continuing activity*	Susan and Felicia: observe dyads and use strategies; focus on things to try and children's interactions with other children

* Include individual modifications; also note goals, outcomes, strategies from IFSP with an asterisk (also see embedding matrix)

PIWI Group
Session Plan

Schedule	Space/ Materials	Group Activities/ Strategies	Individual Strategies*	Team Roles
Snack	oranges & apples: quartered graham crackers juice or water	Have children pass napkins and fruit plate to each other	Ask Stella to sit with Ignacio. Encourage language, requests, signs	Felicia: prepare snack and lead parent discussion Susan: target Stella and Ignacio
Songs and Games	Transition with sheet swing, involve parents. Sing: songs requested by children, Macaroni Poni, This is the way we..., Open-Shut them	Encourage children and parents to face each other.	Use gestures and signs. Do not sing directly to Nicolas.	Susan: lead songs Felicia: clean up from snack
Closing Discussion *Sharing* *Main Points* *Things to Try* *Goodbye Song*	shape sorters dolls, blankets, bottles trucks figures blocks	See closing discussion guide from topic plan. Main points: parent observations of child interactions within the environment Home ideas: invite another child to have a play date; watch for naturally occurring interactions with siblings & other children; give children materials that will encourage interactions Next week's topic: emotional development: tempers	Encourage Nicolas to have one toy at a time. Ask each parent in turn about their observations.	Felicia: lead discussion after bringing in toy basket Susan: support discussion with observations from the activities

* Include individual modifications; also note goals, outcomes, strategies from IFSP with an asterisk (also see embedding matrix)

PIWI Group
Session Review

Date: 2/6
Topic & Focus: Peer interactions: influence of size and number of materials.

Guiding Question:
What was each child and parent experiencing during each segment?

SCHEDULE	WHAT HAPPENED?*	PLANNING FOR NEXT SESSION
Greeting	The amount & type of toys generated a lot of solitary play. Toys were familiar and didn't create much challenge. Some conflict over the small objects. Nicolas gathered all the small toys together and refused to share.	Use a large group activity, such as parachute. Introduce toys at the sharing.
Opening Discussion	Parents talked about children's use of words and gestures re: last week's topic. The songs and finger play take home activity was very popular. Focused on a specific topic which helped set the stage for the theme. Parents generated specific examples of peer interaction in play. Children were well engaged with toys on the rug.	Parents liked the take home activity written out. Generate more probing questions. Expand on this topic by focusing on parent support strategies.
Parent-Child Observation Activities	Slide: social challenge to turn-take and wait, new type of slide kept children interested longer. Children observed each other. Too many things out? May not have supported interactions. Boat: great for Joshua especially Ladder: too challenging, children had preconceived notions of what they were supposed to do. Box: all children played with the box on all levels: school bus, house, as a container. Puzzles and mazes: varying degrees of interest in these; other large motor toys were more fun.	Continue to plan a balance of fine & gross motor and novel and familiar toys. Put fewer things out at same time-Maybe do another session on same focus? Might be important for Stella. Put rocking boat out again for Joshua.

* Include additional information on each dyad on the Individual Child Observation form; asterisk any observations related to IFSP goals/outcomes

PIWI Group
Session Review

SCHEDULE	WHAT HAPPENED?*	PLANNING FOR NEXT SESSION
Snack	Transition to snack was difficult because of toys on small table: Nicolas did not want to stop playing at the small table. A model was provided for helping him transition.	Use different table for toys. Put toys away for snack. Everyone sit at table. Offer food and chairs to parents.
Songs & Games	Used parachute with songs and variety of movements. Children were very engaged. Ignacio interacted with other children during "London Bridge".	Use for welcome and add other materials and games. Use more interactive games that engage children with each other.
Closing Discussion	Not much response to questions. Parents noted that peer interactions occurred more with the smaller materials, such as the play-do. Parents also described how children followed each other through the boxes and watched each other in this setting more than with the smaller toys. Parents noted some conflict over smaller objects and discussed how children used their imaginations with the different materials. Parents want some more structure to transitions.	Redesign questions to be more specific to each child. Limit the focus of the closing to observations and feedback and take home activities.

OTHER OBSERVATIONS:

PIWI Group
Individual Child Observation

Child: Ignacio **Date:** 1/5

Special observation focus for this session (if any): Stella wants to learn strategies for supporting Ignacio's play

WHAT HAPPENED?*	INTERPRETATION	FUTURE PLANNING
Ignacio pushed a chair during the welcome time around the periphery of the rug. He would not join the group.	Stella and Ignacio came in late. The group could be too intimidating	Meet at the door with a truck or other toy and move to the edge of the rug.
Ignacio pushed a truck and said "vroom." He watched other action in the room as he pushed the truck.	This play does not seem very functional or satisfactory. Ignacio's attention to his own play was brief.	Expand this play with modeling and parallel talk. Point out these strategies to Stella.
Ignacio played well with Stella but rarely played with other children	Shy?	Include more opportunities for group games; also try fewer materials.
Ignacio signaled "want" at snack by reaching and waving fingers	Ignacio may not have the idea of using words to achieve the same functions.	Combine gestures with words, model and point out strategy to Stella.
Ignacio spent most of play time at the slide. He waited his turn when prompted.	Ignacio needs help when turn-taking with other children. He does not acknowledge the presence of other children.	For large motor, talk about what he is doing; point out other children in his play space; encourage proximity and support from mom.

*Include observations related to the IFSP and attach updated embedding matrix for that dyad

Developmental Observation Topic (DOT) Plan

Age Range: 10 - 36 months

DEVELOPMENTAL OBSERVATION TOPIC:

How I explore my environment

DEVELOPMENTAL OBSERVATION FOCUS:

What materials keep me interested and engaged?

ENVIRONMENT:

Variety of different types of interesting and engaging objects and activities (large, small; familiar, unfamiliar; small/gross motor; water play, etc..)

Welcome & Opening Discussion:

Books, puzzles, tubes and flashlights, stuffed animals, milk jugs and clothes pins, shape sorters

Parent-Child Observation Activities:

Refrigerator box (puppets, cars/trucks), steps with streamers, tube box, sock box, blocks and farm animals, cars and runway, water table, leave some of the materials from opening that children seemed interested in.

Closing:

Abacus, books, puzzles, tubes and flashlights

OPENING DISCUSSION:

HELLO SONG:

Hello (child's name)
Hello (parent's name)
How are you?
How are you?

It is good to see you!
It is good to see you!
Come and play!
Come and play!

INTRODUCING THE DEVELOPMENTAL OBSERVATION TOPIC:
Children at this age like to explore and figure out their environments. This is how they learn about their world. For some children it may be figuring out a particular toy, like a jack-in-the-box. For others, it may mean practicing climbing up and going down a slide. Different children explore in different ways. Children may also explore differently when different types of objects are available, such as toys that they are familiar with versus toys that are new to them. What types of objects are your children most interested in? What kinds of materials keep them playing for longer periods of time? When objects/materials are interesting to children, they will often spend more time exploring and trying to figure out how things work. How do I get my foot in this sock? How do I put this block in this space? (If possible, use examples from what you see the children doing as they are playing with the materials available during this time.)

Today we are going to look at what types of materials/objects keep your children interested. What do they like to explore? We are going to have these objects in the room ... (explain how the room will be set-up). At some of the areas there will be a list of "things to try" that you can try with your child to keep them interested in the materials and observe what they do. For example:

a) follow your child's lead - wait to see what he is interested in, watch to see what he does with the object and then join in and play with him.

b) imitate your child's actions

c) talk about what your child is doing

d) add a new object to your child's play (for example, at the refrigerator box you can play peek-a-boo, use a puppet to talk to your child through the window, etc...)

e) watch to see what your child finds most interesting and what strategies she uses to explore and figure things out.

Predictions:
What materials do you think your child will be most interested in? Where do you think they will spend the most time? What do you think he/she will do with the materials? How will they explore?

"Let's go play and see what they like the best!"

TRANSITION (from observation activity time to snack):

SNACK AND CONVERSATION:

Foods with different kinds of textures/tastes for the children to explore: apples, bananas, gold fish, graham crackers, apple juice, water.

TRANSITION (from snack to parent-child songs and games):

Use bubbles or sheet to swing children in to entice them from the snack table back to the central rug area.

PARENT-CHILD SONGS AND GAMES:

Interactive, fun songs that parents and children can do together.

CLOSING DISCUSSION:

Where did your children spend most of their time? Which materials were most interesting? Were you surprised by where and how long your children played? What went as expected? What didn't? How did they explore? What strategies did you use to keep them interested? What do you think influenced the amount of time that children spent in a certain area (novelty of materials, challenging materials, parent strategies)? The facilitators will try to use examples of what they observed about the dyads during the closing discussion.

Carry-Over:
What materials does your child enjoy at home? What strategies can you try at home to help your child become more interested in exploring different materials? Can you add something new to a favorite toy? Get a box (doesn't have to be as big as the refrigerator box!) and cut holes in it!

Main Points:
a. When opportunities for exploring and learning are available, children are more likely to stay interested in objects which allow them more time to practice new skills.

b. Different children explore differently, and enjoy different kinds.of objects (try to refer to the examples from parents when talking about the different kinds of materials that there child was interested in).

c. Preferred objects and activities keep children engaged for longer periods than non-preferred.

d. Adding new objects/materials (box, etc..) helps increase exploration.

e. Parents can help keep their children interested by providing opportunities to explore and supporting and extending what their child is doing.

Good-bye Song:
Good-bye (child's name)
Good-bye (parent's name)
Good-bye (child's name)
We're glad you came to play!

Things to Try:

Watch...How does your child explore the box?

Keep your child interested by:

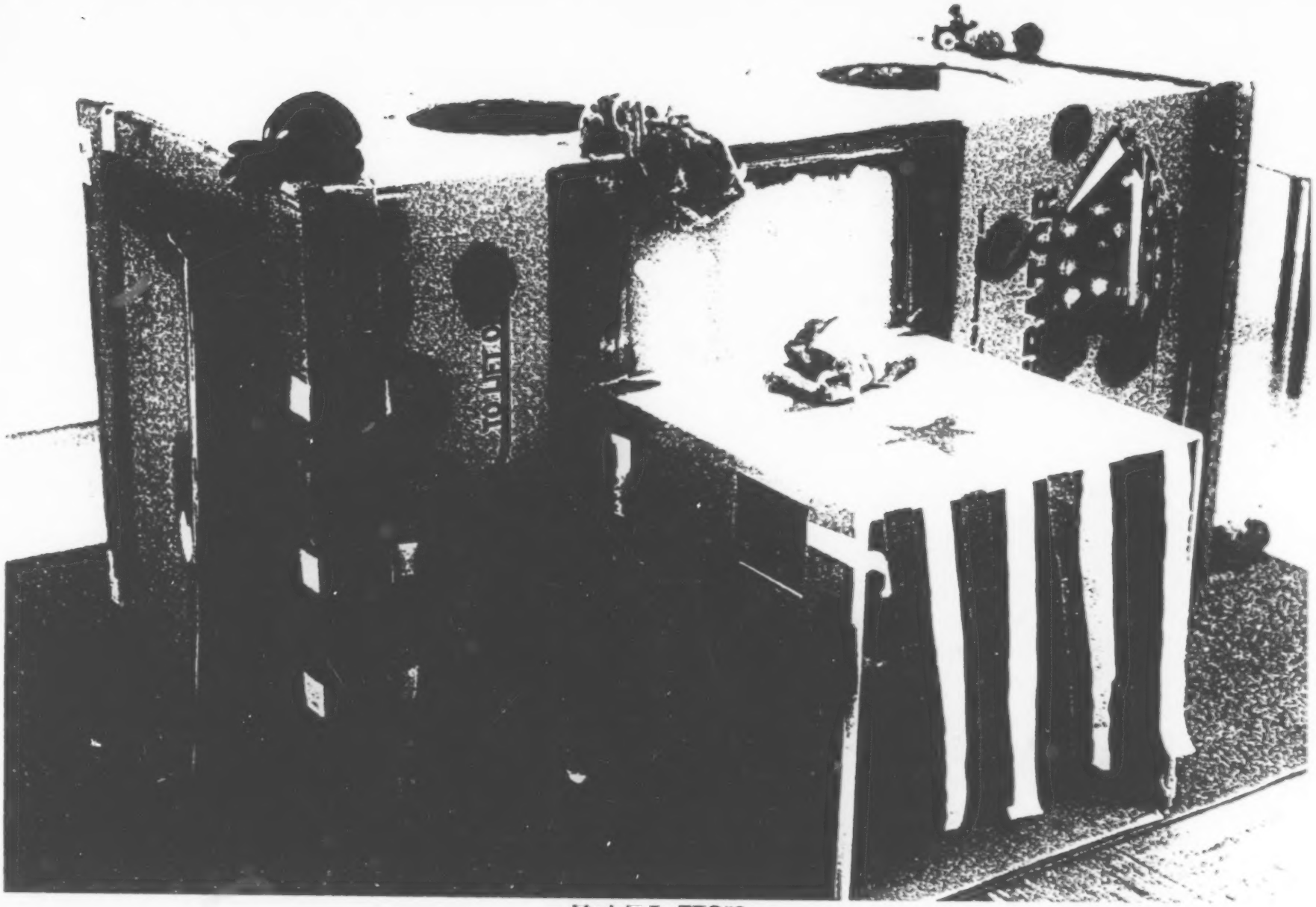
Imitating his/her actions

Playing Hide & Seek

Adding a new toy:

- puppets
- trucks
- pull toys

Playing Peek-A-Boo through the windows, holes & streamers



Module 5 - TRS#9

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Things To Try:

Watch...How does your child explore the tube box?

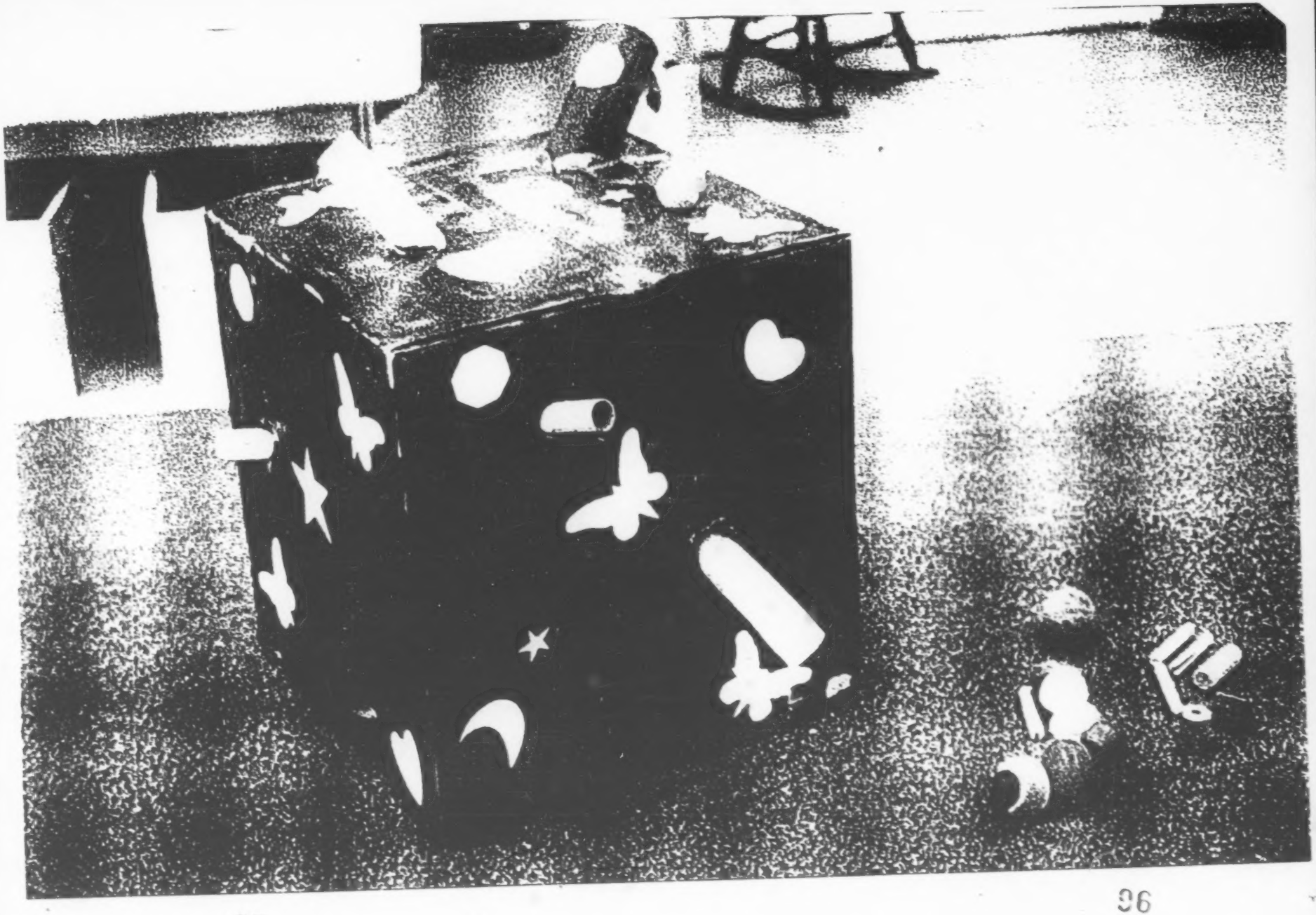
Keep your child interested by:

Talking about how the objects fit into the tubes

Putting objects in one end of the tube and watching them come out the other end

Adding a new toy:

- blocks
- eggs
- cars



Things To Try:

Watch...How does your child explore the blocks and farm animals?

Keep your child interested by:

Imitating your child

Talking about what your child is doing with the farm animals and blocks; making animal sounds

Building a farm or fence with the blocks for the animals

Play with animals and blocks in a different way